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THE WORD METHOD IN TEACHING READING.

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Those who have given thoughtful attention to the first signs of mental development of a little child, have observed that, as soon as the brain is ready to receive, by the assistance of the senses, impressions of surrounding objects, it begins to collect and recollect the names of them. Names of things and of actions are the child's first understanding. He has notions of these long before he is able to articulate the words which represent them.

To the little one not yet strong enough to walk, you say "come!" He shows at once that he understands the word, by putting out his little arms to be taken. How has he learned what to do when he hears that word? The first time that you spoke it to him, you took him, lovingly, into your arms. The sensations of warmth, comfort, and pleasure, which he then enjoyed, taught him to recognize the invitation at another time. The word is spoken, the act it represents follows, and the child remembers it with pleasure or pain, according to the sensation received. Thus he begins to understand the import of spoken language.

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Before the child is sent to school, four, and generally five years of his development has resulted from the immediate exercise of his senses in this way. Every thing he has seen or done, has left its impression on his mind, and it is full of his own notions of objects seen by himself, and acts performed either by himself or others. He has also learned to use very many words of spoken language.

This, or nearly this, it will be acknowledged, is the mental condition in which the child is given in charge to the primary teacher. Her object now is, to promote and direct the development already commenced in his mental life, gradually toward acquiring the use of printed and written language. She must employ methods of instruction which point directly to the accomplishment of this object, and she must know from day to day that they are accomplishing their purpose. He is already able to tell her of objects and acts, by the use of language which he understands. She seeks to teach him to recognize the same language in its printed and written form, so that he will, at last, be able to gain knowledge from books, as well as from objects and acts.

Considering these facts, and considering also, that if even a little time and energy were to be gained in the first years, the total would be something worth. Educators have been seeking a more philosophical, natural, and consequently better method, of teaching the signs by which a child can read language than by the A B C method.

Is it not stupifying toil for a child to spend weeks and months in learning the names of the twenty-six letters of the alphabet, and combining them into syllables of two and three letters, which do not yet convey any meaning to his mind? Even after he has learned his letters he has no reliable guide in the pronunciation of words. He has still two separate, difficult lessons to learn: to spell the word by giving the names of its letters, then to learn the sound which each letter, or combination of letters, should have in that word. The naming of the letters also distracts his attention, so that he has very little idea of the meaning of the word. He forms the habit of looking at each letter,

and goes on spelling his words in this slow way, not for years after, reading intelligently, because he has not been accustomed to give attention to the thought expressed. If the word is first presented as a whole, a child is taught to distinguish it in the same manner as he distinguishes one object from another, by its general form.

Through skillful questioning, patient listening and answering by the teacher, the mind of the child is prepared to perceive, and to associate thought with the object or the act which a certain word represents. Thus the printed form of the word is fixed in his memory. Do you think a child will call a "pail" a "post"? If the word "pail" is to be read he will not call it "post" if he has previously, or when the word was taught him, connected thought with the form of the word. Show him a word which represents a well known object or act. Learn from him all that he knows of that object or act and tell him facts which he did not know before, then show him the printed form of the word, and this he remembers, for by awakened attention and associated thought the word is fixed in his memory, and he will recall it when he observes it again. After this process has taken place, he knows the word, by form, sound and meaning.

I have seen the eye of a little child sparkle with delight when taught the printed form of a familiar word, in the same manner as an older eye would sparkle, upon finding a rare specimen it had been seeking. If I ask a class, "Did you ever see a horse?" every hand is up. The whole class is attentive. "My papa's got a horse!" "My papa's got a horse too!" "He put me on his back once!" "My uncle John's got free horses!" "My horse eats hay!" another says.

I listen and talk until each has said his little story, then show them the printed word "horse". Every child is prepared to remember it. They have all learned it, sooner than they could have learned one letter of it, and they talk with animation about it, until the twenty minutes of standing time is passed, and the little feet trip happily back to their places.

Every succeeding day each child shows that he is acquiring the right use of his little store of knowledge. He will tell the words we learned yesterday, and what we said about them, in his own language, thus gaining power of expression, and affording the opportunity for teaching the child to use the right words in the construction of sentences when he first begins to form them. Why can he do this and enjoy it? Because the words he has learned are full of life and meaning to him. He can use them. They have become a part of his possession, and the knowledge of this acquisition awakens so much interest that he learns new words with eagerness.

One day the sentence was to be read, "Bring the doll to us." The teacher, thinking to make the few moments of recitation happy and improving, quietly told little Sarah to bring her doll in the afternoon. After the class had taken the accustomed standing place near the teacher, she introduced the lesson with the question: "What do I hold in my hand?" There were no sleepy children when the answer came, for every one said, "A doll." But what did the doll come to school for? "It didn't come." "Sarah brought it." Did Sarah bring it to have it learn to read? it must have a new Primer. "It can't learn to read;" "It isn't like us;" "It can't talk;" "It isn't alive;" were the answers. No! it has no life: What did you say it was? "A doll." Now I will print the word "doll," on the black-board. How many will remember it? Who can find it on the chart? That is right! Georgie has pointed to it on the chart. Look at it carefully. How many think it looks like the doll I held in my hand? What is the difference between them? "That was a doll!" "This is the word doll!" Can you play with the word doll? Can you play with the real doll? Now open the book to the picture of the doll, and find the word "doll" in the book. Who has the brightest eyes, and will find it first? If you do not find it, I shall; Yes! you have found it quickly. Now look at it so that you can find it to-morrow. Close the books. I will now print more words on the black-board. Dog, door, doll, dot, hot, doll, top. Now see if the word

"doll" is among those. Henry raised his hand first. Go point to it Henry. That is right! Nellie go point to it. Ah! Nellie has the brightest eyes. She has found another word "doll." Each word in the sentence was thus carefully noticed and talked of, the most important words first, until all were known to each scholar. One little fellow did not remember the word "us." His teacher, to show him the use of the word, asked him how many in our class? One, a few, or many? "A good many;" he said. What would you say if Sarah brought the doll to you all? "She brought it to we." This clearly would not do. She questioned again. Does mother say when she asks the visitors to come again, to come and see we? "No! us;" he fairly shouted. From that time the word "us" was known to him wherever it occurred.

Such teaching and questioning affords constant gratification, to both teacher and pupil. The mind of the child is happy, and active, while it is accomplishing a hidden task. Learning really what Horace Mann called "Two English languages," the spoken and the printed, or written, which he said "He believed were more difficult for children than two distinct languages."

The analysis by sound should soon follow the word lessons. It is fine fun for the children to give the sounds they hear when the teacher speaks a word.

I speak the word "doll." What is the first sound you hear? Second? Third? I print the letter as its sound is given; the silent letter I also print, teaching the class that it belongs to the form, but not to the sound of the word.

If they are taught to notice particularly the form of the words, they will as quickly detect the imperfect or misspelled words as they advance in the study of them, as that a doll has but one arm, or that a wagon has lost a wheel.

If by this method the child has been taught faithfully, he is prepared to recognize words at sight, know them by their sounds accurately, to speak them correctly and easily, and to understand their use.

After quite a number of words have been learned, in order to review let them be printed upon the black-board,

and, as the words are pointed out, require the class to name them promptly, analyze each word by sound and by letter, for we find that the child of average ability, has, during this process, learned his letters. The analysis by sound assists essentially in acquiring the fine articulation so necessary to intelligible reading and speaking, for while the attention of the child is directed to the power of the letters and their combinations, his vocal organs are trained to utter, and his ear to distinguish between differing sounds.

These language lessons can be made still further advantageous by allowing the children to form little sentences of the words learned. "The dog can bite;" "The door is shut," "My house is white." More difficult sentences can be constructed as they advance to the use of new words. During this exercise the child is forming the habit of thinking for himself about each word, and expressing that which he thinks of an object or story; which last consideration is worthy the highest effort of a teacher, as all will readily acknowledge who have listened to recitations in geography or history by older pupils who were unable to give the synopsis of a simple lesson. If we teach at the beginning of education, that words which are used should be fully understood, should we hear at all, such mechanical, unintelligible recitations as are too often heard?

For primary readers the teacher should always read the lesson for the succeeding day, in order to give the learners an idea of its spirit, purpose, and proper inflection. They will imitate her style of reading and speaking, and will recognize the benefit and pleasure of this accomplishment; they will also be more fully determined to acquire it for themselves; and surely upon such acquisition depends, largely, their intelligence, as the children of the mass of our people are obliged, after ten or twelve years of school life, to engage in some manual labor, and if they cannot read understandingly there is but slight hope that they will become intelligent citizens. Can we work too well, or too quickly for them? Do we feel that this method of teaching demands too much time, energy, and talent? Do we not know that these first three or four years of the child's

school life are precious years, and are to influence his whole student course.

As the twig is bent the tree will grow, the proverb might as well have been ; unless some influence, akin to a tornado, bends it to its perpendicular again.

The child's first teacher should not be a negative teacher ; one who only will not abuse his body, but a happy, intelligent guide, one capable of knowing what he needs, and with animation and faithful intention to teach him all of good she can. She should put the sunshine of happy thought, bright face, and cheerful voice, right into his little soul, and the influence will expand and gladden it for all future time. She must be so full of knowledge and goodness herself, that she can be skillful in imparting to the child just that which his mental and moral growth requires.

PROFICIENCY IN BRANCHES NOT ESSENTIAL TO THE STUDY
OF THE HIGHER BRANCHES AS A CONDITION
OF PROMOTION.

A report read before the Ohio Superintendents' Association, July 4, 1871, by
A. BROWN, Columbus, Ohio.

In the discussion of this question, it is necessary, first, to determine what branches of study may be regarded as higher ; what as essential and non-essential to the study of the higher.

As courses of study are now usually arranged, the studies pursued in the High School, excepting English grammar, may be regarded as higher branches. In the grades below the High School, reading, writing, arithmetic, English grammar, geography, and United States history are usually taught, and proficiency in all these branches is generally required before a pupil can be advanced to the higher grade. A thorough knowledge of the three "R's" and geography is demanded and a fair knowledge of the other two branches ; and yet is it impossible for a pupil to pursue the higher branches unless he is thoroughly acquainted with all the above mentioned studies ? Is not a

thorough knowledge of the first three, reading, writing, and arithmetic, all that is really necessary? What more does a pupil need to study mathematics, or the sciences, mental, moral, or physical, or for the study of the ancient or modern languages, history, rhetoric, or even logic? Doubtless a knowledge of English grammar is an aid to the study of any branch, but it is by no means absolutely essential; neither is a previous knowledge of geography necessary to the study of history. Therefore, of the branches taught in grades below the High School, reading, writing, and arithmetic may be regarded as the essential branches; geography, English grammar, United States history the non-essential.

Doubtless some will take exception to this classification, and yet it seems to me that every fair-minded man or woman who is an intelligent reader, a good writer, and a thorough arithmetician, can become the master of any of the higher branches of learning.

If, then, the higher branches can be pursued without the knowledge of English grammar, geography and United States history, shall we make proficiency in them a condition of promotion? In many respects a knowledge of the branches of study that have been characterized as non-essential is as important as that of the essential branches. In professional life, to lawyers, doctors, ministers, and teachers some knowledge of these studies is necessary. It is no less important in many departments of business. On this point there is no necessity for argument. A man engaged in commerce must have at least a practical knowledge of geography, the clergyman of grammar, the lawyer of history, and the teacher a thorough understanding of all three. In truth, a practical knowledge of these branches of study should be had by every one.

There is another reason why a pupil should be thoroughly grounded in all the elementary branches, both those that have been called the essential and non-essential. Would you call a man properly educated who had no scientific or systematic knowledge of English grammar and geography, even if he were a master in all the higher branches of learn-

ing? It may be true that reading, writing, and arithmetic are the chief corner-stones in the foundation of the intellectual structure, but all the elementary branches are necessary that the foundation may be complete. As the Hon. E. E. White has well said :

"Thoroughness in the common branches of study is the basis upon which alone a higher education can be successfully built. To plaster over an indifferent or superficial elementary scholar with a thin coating of geology, geometry, chemistry and astronomy, after the manner of those who convert wooden houses into stone, and then call it a higher education, is a serious sham."

It is worse even than that: it is supremely ridiculous.

Unless the foundation is complete and firmly laid, the superstructure, though outwardly imposing and beautiful, can not and will not stand the test. For this reason alone, if there were no other, proficiency in all the elementary branches should be demanded as a condition of promotion. As a pupil advances there are other studies, the knowledge of which is not essential to the study of the other higher branches; and yet all will admit that some knowledge of them is at least desirable.

Since, then, a knowledge of the non-essential branches is of a practical value, and a knowledge of all the common branches is the only basis upon which a higher education can be successfully built, the youth of this land must in some way be induced to obtain it. How shall it be done? There are two ways. Make proficiency in them a condition of promotion, and moral suasion. Moral suasion, in theory, is well enough, but in practice, in many cases it fails to accomplish the desired object. Adopt the moral-suasion plan in this case, and the non-essential branches of study become optional. This must follow, or they cease to be a part of the curriculum—a proposition that must not be tolerated. Make these branches of study optional, how many, think you, of the boys and girls of this State will spend their time learning them? A few would study them voluntarily, a few would be persuaded by teachers and parents, but a majority would not study them. Their argument would be: "We will, if we must; but, if we need not, we won't."

Perhaps some may say I underrate the desire of the American people for learning, and yet how frequently teachers hear both pupils and parents say: "What is the use of this or that study?" "Can't you excuse my daughter from studying this one branch?" No; we must not rely upon moral suasion, or desire for knowledge. If we do, many of our pupils will grow up almost entirely ignorant of the three important branches that have been styled the non-essential. It is astonishing what ignorance both pupils and teachers exhibit even now. In Italy in a recent examination, candidates for the higher institution of learning showed themselves disgracefully ignorant of the common branches. The names of the rivers of their own country were applied to cities, the names of cities to rivers, and both to men.

A Michigan superintendent reports that, while examining some candidates for teachers' certificates, he learned that Franklin was by birth a Frenchman; came to this country during the Revolutionary war, and afterward was President. The mild climate of Oregon was accounted for as follows: "The Atlantic coast has a gulf stream running from the Arctic Ocean into the Gulf of Mexico. As Oregon has not, making the difference in climate; also the mountains on the Atlantic Coast." This theory of the genesis of mountains has the advantage of being new, if no other. The startling fact that the Nile rises in the northern part of Africa, and flows south, through Egypt and Nubia, empties into Abyssinia, was also disclosed. In English grammar, the examiner discovered that a neuter verb was one without sex.

These examples show that the danger is not in the future; it is all around us now; and if we make the study of English grammar, geography and United States history optional, this sad state of things will be growing worse and worse, while if proficiency in them is demanded, rigidly demanded, as a condition of promotion, this unaccountable ignorance would not long prevail.

Some may argue: The schools are public, supported by the public money, hence every tax-payer has the right to

dictate what his children shall study. Grant this, and all system is at an end. The only sure and safe way is to fix a fair and reasonable course of study, and then make proficiency, both in branches essential and not essential to the study of the higher branches, the condition of promotion.

This, I believe, is the correct principle for all preparatory schools—for academies, for one-horse colleges, and for high schools. In these institutions, generally, the pupils are too young and inexperienced to choose what branches they ought to pursue. It must be done for them, and the more rigid and thorough the course, the better, keeping in mind their age and mental capacity.

One of the principal objects of preparatory schools is to train and discipline the mind, and to teach the pupil how to use it to the best advantage. A very important work—a work that requires a thorough course of instruction and the most skillful workmen. For this reason, there should be no lowering of the standard.

There is still another reason why proficiency in a less number of branches should not be demanded.

The manner in which most of our colleges are conducted is radically wrong. There is hardly an institution in this country, where we boast of the greatest freedom, both in thought and action, in which the student can elect his studies. All are put into the same hopper, the mill begins to grind, and in four years they are ground out. This is radically wrong. A learned man is said to be one that knows a little of every thing and a great deal of some thing. But when a young man leaves almost any one of the colleges of this country, with the degree of Bachelor of Arts in his pocket, he knows a little of a great many things, but a great deal of nothing. The recent graduates are smatterers in all departments of knowledge, and proficient in none. It is not their fault, however. It is the fault of their Alma Maters, and there must be, and is to be, a radical change. The danger here is not in radicalism, but in conservatism. Radicalism is our salvation. The students of our *real* colleges and *real* universities must have greater liberty. They must be allowed to select the departments of knowledge

they have a taste for, and then be compelled to take only those branches that are necessary to make them masters in the department they have chosen. If a student has a taste for the natural sciences, he should devote his time and attention to them and their kindred branches; or, if for Latin and Greek, his time should be devoted to Latin and Greek, instead of undertaking to learn them and everything else in a four year's course. The accomplishment of such an undertaking is an impossibility. But in four years, after having had a thorough preparation, a man can, if he is industrious, make himself worthy of the degree of Bachelor of Science, of Bachelor of Language, or of any one department of knowledge. To be a bachelor of everything is a very different matter.

The change which I have imperfectly indicated, in the manner of conducting the higher institutions of learning, will, sooner or later, be brought about; and it will demand the most thorough preparatory schools—so thorough that when a pupil completes the course of study in them, he will be able to decide what line of thought is most agreeable to him, and, with industry and energy, to become an adept in it. At present the public schools do not do this; and yet is there any reason why they should not? It cannot be done by lowering the standard, and the superintendents and teachers should exert their influence against any tendency to bring about so undesirable a result. On the other hand, they should endeavor to make the course of study in our public schools so thorough and comprehensive that our children will be able to go directly from them to a university where they will have the privilege of electing their own studies. It may be true that this can not be done immediately, but gradually the people can be educated up to it.

Ohio's position is second to no other state, hence her example, especially in the matter of education, should be as near perfection as possible. She has now a very excellent system of common schools so far as it goes; but it is incomplete; it has no capstone. In fact, although Ohio has many institutions of learning that have done and are

now doing a great deal of good, yet she has not an institution in which a man can obtain a first-class higher education. This is the great defect in her educational system. It, however, can be remedied, and the influence of this association, and every other educational association in the State, should be exerted to remedy it just as soon as it is practicable. It can not be done, however, by making proficiency in a less number of branches the condition of promotion. We must first establish a university in the truest sense of the term, and then raise the standard in the public schools, so that a pupil having completed the course of study in the High School, in which proficiency in all branches, whether essential or non-essential, is demanded, shall be well qualified to master thoroughly any branch of learning he may select.—*Ohio Educational Monthly.*

THE FIRST DAY OF SCHOOL.

[Before the next issue of the JOURNAL most of the schools of this state will have entered upon the winter term. Very many of these schools will be taught by teachers of limited experience. Such need advice on what to do and "how to begin," and for their benefit we reprint from the *Indiana School Journal* the following excellent advice. We would suggest that Examining Committees request each new candidate for a certificate to read this article before entering upon duty.]

There is certainly no other day in a school year so trying to the teacher as the *first* day. On no other day is so much tact and ingenuity required; on no other day does the teacher do so much to establish his own character, and the character of his school; on no other day do pupils watch so closely, and read so critically their new teacher. "First impressions last longest," and what the first day is, the rest of the school is likely to be. Then, since so much depends on the "first day," would it not be well to give it some thought?

What we shall say will be especially directed to new teachers in ungraded schools; but we hope to make suggestions that will be profitable to all.

1. *What ought a teacher to know before entering a new school?*

Undoubtedly he ought to know the daily programme of the previous teacher ; he ought to know the names of the pupils in each class ; he ought to know just the advancement in the book of each class. So much at least every teacher ought to know before taking charge of a school. This information should be left by the previous teacher, but as it generally is not, it must be learned from the pupils themselves, *prior to the first day of school*. It is an easy matter, and never ought to be neglected. He ought also to form the acquaintance of as many of the pupils and their parents as he can possibly meet.

2. *What ought the teacher to do on the first morning?*

He ought to be at the school-house early, have everything in good order, and be ready to extend to the children a warm greeting as they enter. This will do much toward gaining their good will, without which no teacher can make a school a success.

When the time comes for calling the school, let the teacher know just what he is going to do. If he begin by reading the Bible, as he ought, he should know just what he is going to read ; if there is to be singing he should know just what to sing, and who is to lead ; if he is to say anything to the school it should be so well thought out in his own mind that he can present it clearly and forcibly. If classes are to be organized he should know just where to begin, and what to do. In short, there should be no hesitation on the part of the teacher. He should show himself at once master of his situation. This course will secure for a teacher at once the respect of every pupil in the school, and when such respect is gained the most difficult step has been taken. The previous knowledge suggested above makes all this not only possible, but comparatively easy, and the organization of a school loses most of its terrors.

On the other hand, ignorance of the condition of the school, or of what should be done first, hesitation, indecision, or vacillation on the part of the teacher is readily noticed by the pupils, however small, and calls forth not their respect, but rather the reverse. These are all *dis-*or

ganizing rather than organizing elements. No teacher can command or retain the respect of pupils without decision and dispatch. First know *what* to do ; second, know *how* to do it ; third, do it *promptly*.

A teacher never needs so much to put into practice these fundamental principles as on the first day of school. We cannot tell teachers just what to do in all cases, but would suggest the following :

1. Open school by reading a short passage from the Scripture.
2. Prayer, either silent, original or the Lord's Prayer.
3. Singing—if practicable the first morning.
4. A few words of welcome to the school—not a long harangue.
5. As soon as possible give every pupil *something to do*.
This is not the time for enrolling names. You do not need the names at this time, and if you stop here to take them while the children are idle, some of them are sure to open the way to disorder.
6. Make no rules except as they are required.
7. See that every rule made is obeyed to the letter.
8. Check mildly, but decidedly, the first indications of disorder.
9. Permit no liberties the "first day" that you do not expect to allow every day. If you do you will rue it.

THE ART OF SECURING ATTENTION.

By attention, I mean fixity of thought, the concentration of the whole mind upon one subject at a time ; that effort of will by which we are enabled to follow what we hear or read, without wandering, without weariness, and without losing any particle of the meaning intended to be conveyed.

I do not doubt that to many of you the thought occurs, "This, indeed, is the one thing which I most want. If I could only secure attention, what an admirable teacher I should be ! How happy I should be in my work ! How

much success and usefulness would follow my efforts!" Now, this is a very natural reflection; but it will be my object to prove to you that it is not a very sound one; and that attention must not be looked upon as the *condition* of our being good teachers; but rather as the *result* of our being so.

Let us first of all acknowledge to ourselves, that attention, such as we want to get from children, is a very hard thing to give. You and I, even when we have the strongest sense of duty urging us to attend to a subject, often find that it is next to impossible to chain our thoughts resolutely down to it. The memory of yesterday's business, the prospect of to-morrow's pleasure, will intrude upon us in spite of all our efforts. We constantly lose the thread of argument, even in a book that interests us; the eye glances down the page, but the thoughts do not follow it, and we are compelled to go back again, and make a renewed effort to keep our wayward minds in harness. You know how often this is true; whether you listen to a sermon or a lecture, or read a book. It is true even when you most desire to resist the temptation. How much more is the difficulty likely to be felt by little children, who are constitutionally more restless than we are; whose moral natures are but partially developed, and who have, at present, no strong sense of duty to chide them into silence or awe them into attention.

First, let me mention one or two merely mechanical devices for maintaining attention. Of course these are not the highest, but they are sometimes useful nevertheless. For instance, children need *change of posture*. The restlessness which we often complain of in children is not a fault; it is a constitutional necessity. It is positively painful to them to remain in one attitude long. We ought to be aware of this; and occasionally, when attention seems to flag, let the whole class stand for a short time, or go through some simple exercise which requires movement. You will often find that in this way your class will be refreshed. When the body has had its lawful claims recognized, the mind will be more at leisure to devote itself to

the lessons ; the sense of weariness will disappear, and the work of teaching proceed with more cheerfulness. I have often seen teachers and children remain sitting during the whole of a long summer afternoon, and the teacher wondering at the listlessness of his class. But I see nothing to wonder at. Indeed, for myself, I know I cannot teach with vigor and spirit, long, while I am sitting down ; and it is hard to expect children to be better in this respect than myself. Dullness and lassitude begin to creep over the mind, and I confess I like to see a teacher stand up, now and then, and throw a little life into his lesson, as well as occasionally cause his scholars to stand up too.

In a small class, also, attention may very often be sustained by causing the children to answer strictly in turn ; by making them take places, and by recording the number of times the same boy gets to the head. The little emulation promoted by this plan is favorable to mental activity, and often prevents a lesson from becoming dull. It requires to be rather skillfully managed, and needs a good disciplinarian to conduct it ; but I have seen the plan used with very great success, and excite great interest on the part of the children. It is particularly useful in testing the result of your teaching by questions at the end of each division of the subject, as it applies the test with perfect fairness and uniformity to every child in the class.

Again, one of the greatest safeguards for the attention of the class is the cultivation on the teacher's part of *quickness of eye and ear*. It is surprising sometimes to see teachers addressing themselves to one part of their class, and apparently unconscious that another part is listless and uninterested. They seem incapable of taking in the whole class at one glance. Their eyes move slowly, and they either do not see the disorder and trifling which lurks in the corner of their class, or they do not care to notice what it would give them some little trouble to remedy. A person of this kind will never keep up attention, nor prove a successful teacher, however well he may be provided with knowledge, and however anxious he may be to do good.

What every good teacher greatly needs is a quick eye and a comprehensive glance, which will take in the whole class at one view, or travel instantly from one part of it to the other. He should be able to detect the first rising of disorder, and the first symptom of weariness, in an instant, and to apply a remedy to it the next instant. It is from want of promptitude in noticing the little beginnings of inattention that our classes so often get disorderly and tired. I recommend every one who wants to be a good teacher, therefore, to cultivate in himself the habit of sharpness and watchfulness. He should so train himself that he shall become peculiarly sensitive about the little signs of inattention. It ought to make him uncomfortable to see one child's eye averted, or one proof, however small, that the thoughts of the class are straying from the subject. The surest way to increase inattention is to seem unconscious of it, or to allow it to pass unnoticed. I would have every teacher here ask himself these questions: "Can I *see* the whole of my class? Do I stand or sit so that the slightest movement or whisper on the part of any single child will be apparent to me in a moment? Do the children all know that whatever happens I am sure to notice it? Do I allow myself to remain at ease during inattention? Have I got used to it by long practice, and become reconciled to it? Or does it pain me to discover even a slight proof of it? Do I, in short, make it a practice never to go on with my lesson until I have recovered attention?" Unless you can answer these questions satisfactorily, you will always be plagued with inattention. For among the minor characteristics of a successful teacher, few things are so important as alacrity of movement; promptitude and readiness both in seeing and hearing; skill in finding out, at a moment's notice, who is the idlest boy in the class, and in giving him a question, or giving him a verse to read, or making him stand up at once, before his mind becomes thoroughly alienated from the subject, and before the contagion of his example has had time to spread among the rest. A sluggish, heavy, inactive looking teacher can never gain the sympathy of children, or keep up their attention long.

I have called these *mechanical methods* of sustaining attention, because no one of them has anything to do with the *matter of teaching*, or with the treatment of the subject; but they are simply external, and subordinate contrivances for keeping the attention of a class from flagging. Of course no one needs, especially in a class of elder children, to adopt all these methods at once, and the better a teacher is, the better able he will be to do without some of them; but we all need to keep them in mind sometimes. And I want, before I pass on to the more important part of the subject, just to remind you that all I have said on this point is founded on two principles: first, that the nature of childhood, its physical weakness, above all, its restlessness and need for change, should be fairly taken into account and provided for by a teacher, and not set down as faults, or frowned down by authority; and secondly, that every child under a teacher's care should always feel that there is something for him to do. Continual employment is the great antidote to inattention. I think that if you will keep these principles in view, you will be induced to invent many expedients for keeping up the vivacity and interest of a class besides those which I have named.—*J. G. Fitch, A. M., in Art of Securing Attention.*

VALUE OF OBJECT LESSONS.

Miss D. A. Lathrop, in an article in the *National Teacher* on "Object Lessons," thus speaks of their value to teachers themselves:

"This I regard as a consideration of no mean importance. The mass of lower grade teachers have no necessity for intellectual effort in the performance of their daily duties, and the consequence is, not only no intellectual growth, but actual retrogression. Every teacher holding such a position should hail with real delight any necessity for investigation and study. The giving of object lessons makes such a necessity, and brings an abundant reward for the effort in increased knowledge and a quickening of the intellect.

"And then the ability to talk extempore to a class in such a manner as to rivet their attention is no mean accomplishment. The power so to control a school of fifty children as to have each one perfectly interested, perfectly free from uncomfortable restraint, ready to talk if there is anything to say, and to listen attentively to the teacher if she desires it, is an accomplishment to be coveted by every teacher.

"The tact necessary to lead to the apprehension of truth without telling it; to guide children without carrying them; to use all their own knowledge in leading them—this is the perfection of the teaching art. Toward all this the giving of object lessons pushes the teacher. If she does not attain perfection, she is driven by a constant impulse in that direction. Necessity is the goad of progress to us as to others, for we are subject to all the human infirmities, indolence not excepted."

ASSIGNING A LESSON.

GEOGRAPHY: *Divisions of land and water.*

Teacher.—I have written out the topic lists, by which you can study and recite your next lesson.

TOPIC LIST FOR NATURAL DIVISIONS OF LAND.

Land.	Continent,	{ How situated?	Volcano,	{ Crater materials thrown out?
		{ How surrounded?		
	Island,	{ How situated?	Hill,	
		{ How surrounded?		
	Peninsula,	{ How situated?	Valley,	
		{ How surrounded?		
	Isthmus,	{ Connects what?	Desert?	
		{ Lies between what?		
	Cape,	{ Projects from what?	Shore, or	
		{ Projects into what?		
	Mountain,	{ Where situated?	Coast?	
		{ Extending in what direction?		

Teacher.—In studying your lesson, by the topic list you will learn the definitions of all the natural divisions, as continents, islands, etc.; then you may look out three such divisions, on your map, and describe them as the topic list requires.

For instance, when you come to *Isthmus*, you will learn the definition as you find it in the book. Then you will find an isthmus on the map of the world, or any other map, and describe it, by telling what two bodies of land it connects, and what two bodies of water it lies between. Then find two more, and prepare yourselves to describe them in the same way; and so of all the natural divisions of land.

You may also, each one, prepare yourselves to draw on the board, without any map before you, some continent, island, peninsula and cape; so that the rest of the class can tell what division you have drawn. You will practice in drawing these on your slate.—*From Holbrook's Normal Methods of Teaching.*

AN ORDINARY SCHOOL

I well remember that a somewhat distinguished teacher once visited my own school, who, on going away, expressed himself somewhat disappointed, because he did not see anything "*extraordinary*," as he said, in my mode of procedure. The truth was, nothing *extraordinary* was attempted. He saw just what I wished to show him, an *ordinary* day's work; for I had before that time imbibed the opinion that a man's reputation will be more firmly established by sustaining *every day* a fair mediocrity, than it ever can do by an attempt to outdo himself on a few special occasions. As the value of biographical writing is often very much diminished because the writer has endeavored to paint his character *too perfect to be human*, so these visitations will lose their utility whenever, by substituting hollow pretension for sober reality, the teacher endeavors to *exhibit* such a school as he *does not daily keep*.—*From Page's Theory and Practice of Teaching.*

School policy is most aptly expressed by Jacob Abbot thus: "When you consent, consent cordially. When you refuse, refuse finally. When you punish, punish good naturedly. Commend often. Never scold."

EDITORIAL.

TEACHER'S EXAMINATIONS AND CERTIFICATES.

It requires but a slight acquaintance with the school laws of Connecticut to discover that they are seriously defective in giving to our public schools system and efficiency. To be sure we have law enough for holding the school fund and distributing the income to the towns in the State; law enough for each district to draw its proportion of the school money; law empowering the committee to use up this money, so, that they can make the proper and legal returns, that a good school has been "kept" six months; in fact, law enough for the keeping of a free public school.

But how do our laws effect the quality of the school "kept," is a very proper question to consider. Every business man knows that results depend upon supervision. If there is a poor system of overseeing or inefficient overseers, there will be a loss of time, energy and money. How is it with school supervision in this State? Wretchedly defective, and in many towns shiftless in the superlative degree.

"As is the teacher so is the school," has become a proverb. Then as are our teachers so will be our schools, and our teachers, to a great degree, will be what is demanded of them. If thorough preparation and evidence of ability to instruct and discipline are emphatically demanded, teachers will be found to prepare for the work. What *is demanded* at present by law? So little that the examining and certificating of teachers in this State is a mere farce. Teachers are subjected to an examination, in many cases, from those who have no comprehension of a teacher's work or duties. The nature of the examination is subject to the convenience and caprice of the examiners, and the form of the examination is not to be mentioned. In some instances there are written and competitive examinations. We are of the opinion that there is not a score of towns in the State where the school visitors require a written examination. Such should not be the case; but the law does not prescribe, and so, if the school visitor chooses, he can, on the most informal examination, write an approbation, or refuse to certificate the candidate, from which decision there can be no appeal. How is it in other States? In almost every Western State the laws are full and explicit on this subject. Superintendent Philbrick is of the opinion that California has the best system of certificating teachers. In that State three distinct boards for the examination of teachers have been created. First. There is the State Board of Examination, consisting of the State Superintendent, who is also chairman, and four professional teachers, appointed by the Superintendent. The Board hold at least two sessions in each year, and has power to grant certificates of the following grades:—Certificates of the first grade valid for four years; certificates of the second grade valid for two years, and certificates of the first grade valid for one year.

In order to elevate the profession of teaching and advance the interests of public schools, they may grant teachers life diplomas which are valid during the life of the holder, unless revoked for immoral or unprofessional conduct. But this most honorable diploma can only be granted to such persons as shall have, after receiving the State diploma, taught successfully one year, or for the same period held the office of Superintendent, State or county.

Next in order are the County Board of Examiners, composed of the County Superintendent and three teachers, appointed by him. This Board has power to grant three grades of certificates valid in the county, the first for three years, the second for two years, and the third for one year. Finally, there are City Boards of Examination. In every city having a Board of Education, there is a Board for determining the qualifications of teachers, which consists of the City Superintendent, the President of the Board of Education, the County Superintendent, and three public school teachers, resident in the city, who are elected by the Board of Education for one year. The Board is empowered to grant certificates of the same grades and for the same time as the State Board, but valid only in the city where granted. Those who hold a State diploma or certificate are not required to be examined. The State Board is also empowered to prescribe the standard of efficiency before a County Board.

Another wise provision is this:—"All regularly issued State Normal School diplomas from any State Normal School in the United States, and all life diplomas granted by the State Board of Examiners in any of the United States, shall be recognized by the State Board of Examination of this State as *prima facie* evidence of fitness for the profession of teaching; and the said Board shall, on application of the holders thereof, proceed to issue, without examination, State certificates, the grade to be fixed at the option of the Board."

The State of Illinois may also be cited as having an excellent system of examining and certificating teachers. Provision is made for three grades of certificates:—the State certificate, granted by the State Superintendent, valid for life in every part of the State; a County certificate of the first grade, valid in the county for two years, and a County certificate of the second grade, valid in the county for one year; granted by County Superintendents. All examinations are public and competitive. Ohio has also a similar system of granting State and County certificates. New York, New Jersey, Wisconsin, Iowa and Minnesota grant life and also graded certificates.

What can be done in this State to elevate the profession and secure better teachers, by requiring more thorough examinations, is a question easier asked than answered. But it must be answered, and the columns of the *SCHOOL JOURNAL* are open for the discussion of a question which we consider of paramount importance. The State Teachers' Association *resolved*, but it is for our legislators to *act*, not by patching up an already patched up law, but by making a law on this subject full and complete.

THE CONNECTICUT PRESS.

We are pleased to notice the interest taken by the press in Connecticut on the subject of public school education. With a few exceptions, it has used its great influence in promoting harmony between the progressive and conservative elements in the State. It has advocated free schools and a liberal taxation for school purposes, the erection of suitable buildings where needed, and the equipment of the same with modern furniture and apparatus. It has uttered encouraging words to teachers and school officers, and magnified their work before the people. All this and much more has it done. Periodicals of

opposing political views have advocated educational measures with equal zeal, on the same ground that they would advocate a common morality and whatever concerns the general good of the commonwealth. It is needless to specify, and yet we feel in duty bound to acknowledge the services of such papers as the *New Haven Palladium*, the *Hartford Times*, the *Hartford Courant*, the *Norwich Advertiser*, and the *Windham County Transcript*.

The *Norwich Bulletin* has always been the advocate of public school education, and in its editorial columns has offered many capital suggestions in regard to reform in school law and measures. It is a matter of regret, however, that the editor of the *Bulletin*, who is a member of the Board of Education in Norwich, and therefore in a position to observe the work that woman is doing, both in the schools of that city and in the State, should permit any reporter to furnish his paper with "copy" for the local column, containing such frivolous and discourteous expressions and undignified comparisons as appeared in the paragraph of that paper, announcing the gathering of the teachers of Connecticut in convention. The rebuke administered to that paper by the *Advertiser* was well merited, and found response in the four hundred members of the Association, and an echo in the heart of every citizen of Norwich, nay, we might say, in the heart of every decent man who cares to associate woman and her work with any thing except the ribald jest of the low groggery, where, it is feared, some reporters take most of their "language lessons."

We trust that wherever the Association meets next year, it will receive as cordial a welcome as it did from the citizens of Norwich. We also trust that it will be in a place where the teachers and educators of the state can assemble for deliberation without fear of insult from the local press.

TEXT-BOOKS.

Teachers and school officers, who are contemplating a change of text-books, should consult our advertising pages and read our "Book Notices."

The best publishing houses in the United States are represented in the JOURNAL. Those advertising in this number are Ivison, Blakeman & Taylor, and Charles Scribner & Co., New York; E. H. Butler & Co., Philadelphia; Brewer & Tileston, Boston; Cowperthwait & Co., Philadelphia; Sower, Potts & Co., Philadelphia; R. S. Davis & Co., Boston; H. H. Peck, New Haven; Wilson, Hinkle & Co., Cincinnati; Thompson, Bigelow & Brown, Boston.

STATE TEACHERS' ASSOCIATION.

The twenty-fifth annual meeting of the Connecticut State Teachers' Association was held in the hall of the Free Academy, Norwich, commencing Thursday evening, Oct. 19. As was anticipated, the attendance was large, and the hall, which seats from six to seven hundred, was well filled during each session. Most of the large towns in the state were well represented, viz.: Hartford, New Haven, New London and Middletown. All except three of the city teachers in the latter place were present. Seventy-five were present from New Haven, and Hartford was well represented. All the towns in the eastern part of the state sent full delegations. The exercises were of a profitable character and satisfactory, considering the amount of work crowded into one day.

We are yet of the opinion that it would be better to aim to make this more of a working organization than to secure large numbers in the attendance. It would be better to hold the meeting at a time in the year when two or three days could be taken for the exercises. Then some time could be allowed for discussion and deliberation on various topics, and the talents and views of different teachers in the state could be brought into comparison.

THURSDAY EVENING.

The meeting was called to order at 8 o'clock, the President, Henry E. Sawyer, in the chair. Prayer was offered by Wm. B. Dwight, of the State Normal School. The President made a brief introductory address, after which he introduced the lecturer of the evening, Rev. Dr. A. A. Miner, President of Tuft's College.

Dr. Miner's topic was, the "True Aim in Education." He labored to show that the genius of New England institutions affirms the high value of liberal culture for all our youth—that the average ambition of the young falls below the possibilities of even the Grammar School—and that various classes of professed educators are lending their influence to substitute narrow courses of special training designed for particular employments, for that broader culture of the whole man which alone can make many employments, in the changing vicissitudes of life, possible to him.

In the development of his subject he showed that all the subordinate ends of education are best secured by such a broad and generous culture as seeks to make the most of man as man. The true aim of education is not money, but manhood. He dwelt at length upon the necessity of a livelihood, the development of the resources and enrichment of the State, the purification and ennobling of government, and the education of the rising generation, showing that all these ends are subordinate to the higher and truer end, the growth and invigoration of man, and that they are best secured by a single eye to this higher good.

Turning the leaf, it was then shown that this higher aim is justified by the very idea of education—the leading out of one's powers, not the mere gathering of facts; by the superiority of man to his work, which was variously illustrated; and by the moral tendencies of our school methods, as well as of subjects of instruction. The influence of the study of mathematics in begetting respect for the invisible, and of the study of the classic tongues in bringing home the lessons of history and building up a judicial style of mind, was clearly illustrated.

He showed the possibility of attaining this higher end by reference to the great advance already made in our educational methods, and the waste of effort, time and resource still remaining. The speaker anticipated a time when children within the period of present primary school training will acquire a large acquaintance with natural history, postponing the abstractions of language to maturer years.

The address was concluded by a consideration of the objection that College men will not work, showing that work is of manifold forms, mental not less than physical, and that true economy would apply educated effort to the most remunerative employments. Thence he drew principles for the solution of the controversy between capital and labor.

The President announced the following committees:

On Nominations:—Camp, of New Haven; Corbin, of Hartford; Finney, of Portland; Hill, of Bridgeport; Hutchison, of Norwich; Frost, of Danielsonville; Spaulding, of Rockville; Lake, of Wolcottville.

On Enrollment:—Davis, of New Haven; Stockwell, of Hartford; Kellogg, of Wallingford; Hyde, of Norwich.

Teachers and Teachers' places:—Morse, of Hartford; Dwight, of New Britain; Whittemore, of Norwich.

Resolutions:—Carleton, of New Britain; Jennings, of New London; Avery, of New Haven.

State Teachers' Journal:—Parish, of New Haven; Barrows, of Hartford; Bishop, of Norwich; Crosby, of Waterbury; Davis, of New Haven.

Prof. R. G. Hibbard then read, with fine effect, two or three selections, including Dickens' "Boots at the Holly Tree Inn," and "How they brought the good news from Ghent to Aix."

The meeting then adjourned.

FRIDAY.

The large hall of the Free Academy was filled again Friday morning, the crowd of attendants at the convention being largely increased by fresh arrivals. The session was opened with prayer by the Rev. Wm. Hutchison.

Prof. Louis Bail, of New Haven, then delivered a lecture on "Elementary Instruction in Drawing," illustrating his text by diagrams on the black-board. Prof. Bail's system of drawing is well and favorably known in this state, being in use in Hartford, New Haven, and other places, original in its plan and under good supervision productive of results which challenge comparison.

The next in order was the lecture on "Word method in teaching Reading," by Miss Belle A. Strickland, of Springfield, Mass., which was attentively listened to and at the close received hearty applause. She showed in a clear and concise manner how the child could be made to fix the word in its mind by causing it to associate with the word the object to which it alludes. From one word the child could be brought to understand others and from that sentences, thus making the teaching of interest both to scholar and teacher.

We print in another place the paper by Miss Strickland, and would urge all of our Primary teachers to read it carefully. Miss Strickland makes no pretensions to public speaking, and only consented to present her views on Primary instruction at the earnest solicitation of those who know her merit and success. She left the impression of a thoughtful and earnest instructor, and her paper was well received.

A discussion followed, opened by A. Morse, of Hartford, in an address to teachers upon their general duties. We regret that our reporter did not give us an abstract of the remarks of this veteran of fifty years' service in the profession.

Prof. Wm. B. Dwight, of the State Normal School, then delivered a lecture on "Natural Science in common schools." He urged the importance of introducing this branch of study in the common schools instead of having it only in the highest branches, and that it should be simplified and made easy for all. We shall print this lecture in the December number.

Mr. A. Parish, of New Haven, Chairman of the Committee on the *SCHOOL JOURNAL*, spoke of the importance of that periodical, as a means of instructing

the teachers of the state, of uniting their interests, of awakening a professional spirit, and its power as a reformer in the educational work now going on in the state. He urged the teachers, both Primary and High School, to contribute to its pages. If they met with difficulties in their work or needed advice on disputed points in discipline or instruction, to present their queries to the editor of the JOURNAL, and thus make its articles practical in character.

Rev. L. Burleigh, of Plainfield, said that it was a source of much mortification to him to witness the suspension of the JOURNAL in 1866, having been identified with it and the noble work which it accomplished during so many years of his labors as a teacher. He rejoiced that it had been put on so firm a basis, and he commended it to the support of every teacher in the state. He had found in his experience and observation, that those teachers who were most progressive and went up into the highest places in the profession, were those who paid for and read some good educational magazine.

Mr. L. L. Camp, from Committee on Nominations, reported the following list of officers of the Association for the ensuing year.

President, H. E. Sawyer, of Middletown.

Vice Presidents, Miss A. Henry, Hartford county; Miss C. A. Walker and Miss J. M. Edwards, New Haven county; T. H. Fuller, Windham county; A. G. Finney, Middlesex county; R. Spaulding, Tolland county; P. Hill, Fairfield county; N. L. Bishop, New London county.

Recording Secretary, R. G. Park, New Haven.

Treasurer, J. H. Peck, New Britain.

The report of the committee was accepted and the nominees elected.

Adjourned until afternoon.

AFTERNOON SESSION.

At two o'clock the hall was again filled to repletion. The session was opened by Park Hill, of Bridgeport, who read a paper on the "Teacher's Preparation." He showed that the necessary qualifications for imparting instruction are not those alone gained from study, but the highest moral and intellectual qualities must be cultivated. The teacher's work is not solely for pay; it is a religious, a conscientious duty. This subject was ably treated. We shall print this with other papers in the JOURNAL.

Miss Ella S. Smith, of the State Normal School, followed with an exercise in Map Drawing. It was accompanied by a lucid and interesting description, and many new and valuable ideas were imparted. In her introductory remarks to the exercise she said:

The most enthusiastic teacher of the present day, desires, in his teaching, not only to instruct, but also to interest; not only to present the plain truths and bare outlines of subjects, but to illustrate and embellish these that they may be more attractive. In these days of progress, great are the advances made in this direction, and the first steps of the youthful seeker after knowledge are made more interesting and hence more successful than formerly. It is desirable that all studies should be made attractive throughout their whole extent, and whatever tends to do this, if it is not a hinderance to a correct knowledge of principles, should be adopted.

This is one plea which I advance in favor of map drawing. The child naturally takes pleasure in representing an outline of the country which he is to

study. How many times have I heard the expression, "I do not like to study geography, but I do like to draw maps;" thus showing that this study, often considered so dry and uninteresting, may have at least one attraction; and with a proper arrangement of topics and a right use of the map, that which follows may be made equally attractive.

But this is by no means the most important reason why map drawing should be encouraged in our public schools. A more correct idea of the division under consideration is gained in this way than in any other. As the child is required to draw the outline of a country he necessarily studies carefully the form, and as he represents upon his own map the mountains, lakes, rivers, etc., the relative position of these is more carefully noted by him than if casually glanced at upon a wall map, or the printed page of a book. If led to describe these divisions of land and water, they become real objects to the child, and not irregular black lines. Some may say that it takes too much time to draw maps; that hours which would otherwise be spent in acquiring facts concerning a country are thus wasted in representing it. I think that map drawing is a time saving operation. The actual time consumed in representing a country is very short. For example, the continent of Asia, the most difficult one to draw, after a drill of a few days, may be accurately placed upon the board in a time not exceeding ten minutes, and a map of a state would be drawn in a much shorter time. After this quick operation each pupil is supplied with a map of his own from which he may study. And now the work may be in a great measure simultaneous, for while one is describing some divisions, all represent it; and thus, in one sense, all recite. In this way less time is taken up than if each pupil were to pass to a printed map separately, and much more knowledge is gained than if no maps at all were used.

It may seem strange to some teachers present, that it is necessary to advance any arguments in favor of this exercise, but from observation and inquiry I have learned that map drawing is sadly neglected in the common ungraded schools of the state, and it is the teachers of such schools that I particularly address.

Miss Smith then proceeded to illustrate the way in which an exercise in map drawing might be conducted, by representing the map of North America. The first topic presented was *form*. This included the drawing of the map. The different methods of triangulation were referred to, but the system of measurement, introduced by Prof. Allen, of Iowa, was most strongly recommended. This is simpler than the others, requires no knowledge of elementary geometry, and produces a more accurate map. Besides, according to this method, each line represents a certain distance, and the relative size of states and continents is easily and accurately seen. Making use of this measurement, with some modifications, the map of North America was placed upon the board. The second topic presented was *size*, which included, "greatest length of North America, from north-west to south-east, 4,800 miles; greatest breadth from east to west, 3,200 miles; area, 7,400,000 square miles; and length of coast line, 28,000 miles. The third topic was *position*, including latitude, longitude and boundaries, then the bodies of land and water were represented by numbering them. The division of the surface into Great Western Plateau, Atlantic Highlands and Great Central Plain followed, the mountains upon each being represented. The *lakes and rivers* formed the sixth topic. This was succeeded by climate, the

causes that effect climate, productions, occupations, animals, minerals, exports and imports, religion, government, etc., the whole forming a complete list of topics, which would apply to any continent or state, and which could be modified so as to apply to any school.

Mr. Parish, from committee on SCHOOL JOURNAL, reported the following list of Editors for the year 1872.

Resident Editors, I. N. Carleton and W. B. Dwight, New Britain.

Board of Editors, D. P. Corbin, Hartford; H. C. Davis, New Haven; J. D. Ferguson, Stamford; A. G. Finney, Portland; S. B. Frost, Danielsonville; A. Morse, Hartford; B. G. Northrop, New Haven; A. Parish, New Haven; M. Pitman, Durham; H. E. Sawyer, Middletown; R. Spaulding, Rockville; N. H. Whittemore, Norwich.

The report of the committee was adopted.

A class of about fifty children from the School Street School, under the supervision of Miss Geer, sang several songs and performed a variety of light calisthenics to music. The motions of the children were most graceful, and the amount of exercise which they performed would have tired much older persons unaccustomed to the drill. The exercises elicited the heartiest applause.

Prof. B. Jepson, instructor of Vocal Music in the public schools of New Haven, then took the class and illustrated his subject of "Primary Instruction in the Elements of Vocal Music." He showed that by easy and progressive steps children reading in the First Reader could learn to sing the scale, first by numeral, then by syllable, then simple melodies in different keys, and so on through the elements of music. The time now spent in schools in singing songs "by rote," if spent in teaching the elements of music systematically, would result in wonderful progress in the science, so that when school days were over there would be something to show for the time spent in singing. Prof. Jepson attempted, in a half hour, to exhibit with the class the skeleton of a year's work. His exercises were watched with much interest by all, especially those anxious to know how results in this branch of study can be attained in our schools.

The following resolution was offered by Prof. Charles Northend, of New Britain, and seconded by Senator Buckingham:

WHEREAS, since our last annual meeting, God in his providence has removed from this community one who, though not a teacher, had given largely of his time and means for the promotion of the interests of popular education within our state, and one who was among the most active and liberal in the establishment and endowment of the noble institution whose doors are so generously opened to us at this, our twenty-fifth annual gathering, therefore

Resolved, That in the death of the late lamented Gen. William Williams, of this city, the teachers of the state have lost an active and sympathizing friend, and the cause of education an efficient and earnest advocate and patron.

Resolved, That while we affectionately cherish the memory and recall the good deeds of our departed friend, we will endeavor to profit from his example and lessons, by consecrating ourselves more earnestly to the good work to which he so greatly and so generously devoted himself during many years of his life.

Remarks eulogizing the character of the late Gen. Williams, were made by Senator Buckingham and Prof. Northend, and the resolution was adopted.

Shortly after four o'clock the meeting adjourned.

EVENING SESSION.

The closing session, in the evening, was the most numerously attended. Rarely, if ever, has the Free Academy held a larger number within its walls.

In the audience we noticed many of the citizens of Norwich, who seemed to be as deeply interested in the exercises as the teachers themselves.

The meeting was called to order by H. E. Sawyer, the President, who stated that parties who desired to secure copies of the *Norwich Advertiser* containing reports of the proceedings, might leave their names with the secretary; also for the *Norwich Bulletin*.

Mr. H. C. Davis remarked, that he thought few copies of *The Bulletin* would be desired if it contained any more such notices as appeared in it Friday morning—a sentiment that many of the audience seemed to share.

Mr. Joseph A. Kellogg, of Wallingford, formerly of Norwich, then delivered an address upon the "Successful Teacher."

Mr. I. N. Carleton, of New Britain, from committee on resolutions, reported as follows:

Resolved, That we, the teachers of Connecticut, at this, the twenty-fifth annual meeting of our State Association, do renewedly consecrate ourselves to the labor of forwarding all true progress, so far as we understand what this is, in the work of our noble profession.

Resolved, That our Teachers' periodical, the CONNECTICUT SCHOOL JOURNAL, is worthy of our cordial support; and that, in recognition of its excellence, we tender our hearty thanks to the retiring "Resident Editor," H. C. Davis, of New Haven, to whose untiring efforts the JOURNAL, in our view, is chiefly indebted for its present prosperity.

Resolved, That as the Normal School at New Britain is doing a work for our state which can be accomplished in no other way, it is the duty of our legislature to make, once for all, ample and perpetual appropriation for its support, and furthermore that the state should appropriate one thousand, or fifteen hundred dollars per year, to aid such as are anxious to take the normal course, but who are unable to do so without some pecuniary assistance.

Resolved, That the system of certificating teachers in Connecticut is seriously defective; that, in order to elevate the vocation of teaching to the dignity of a profession, persons who have a diploma from the State Normal School, also those to whom the State Board of Education have granted a certificate of qualification, ought to be accepted by local boards of education as teachers, without further examination.

Resolved, That persons, whether school committees or candidates for the position of teacher, who are dissatisfied with the decision of any local board of school visitors, should have the right of appeal to the State Board.

Resolved, That the thanks of this association are due to our President for the able and courteous manner in which he has presided over the exercises of this session; also, to our Secretary, for his efficiency and courtesy in looking after the business interests of this meeting.

Resolved, That we most heartily express our gratitude to the citizens of Norwich for that generous hospitality on their part which has rendered our meeting in this beautiful city so successful and genial.

Resolved, That our thanks are due to the various railroads of the state, for such reduction in fare as they have made, once again, in our favor.

Resolved, That we most gratefully acknowledge our indebtedness to the members of the local committee, for their unwearied and kindly exertions for our comfort; also, to the trustees and principal of the Norwich Free Academy, for welcoming us so generously to the spacious halls of this building.

After the reading, Mr. Carlton called especial attention to the second resolution, that relating to the teachers' JOURNAL. He paid a high compliment to the Resident Editor, saying that he wondered at the success of this gentleman in connection with the paper. He urged that the JOURNAL be liberally supported.

The resolutions were adopted.

Prof. Northend then spoke of the State Normal School. The appropriations of the State, he said, for the support of this institution, have been meagre and insufficient. The State seems to consider the school on trial, and that it should get along as best it can. We cannot tell but that the next legislature will decrease the appropriations, and thus we are in a state of uncertainty. We need enough money to insure the proper support of the school for five or ten years. He urged the teachers to labor for its support.

The President regretted the absence of Prof. Northrop, Secretary of the State Board of Education, now in Europe. He called upon H. M. Cleveland, a member of the Board.

Mr. Cleveland said he was sorry that Gov. Jewell, Chairman of the Board, who was expected to be present, was not here, and that no other member was present. Referring to the interest and importance of the teachers' meeting, he said he did not believe, from his experience, that the teachers of Connecticut have no influence and do not earn their pay. He believed no other body in the state is exerting more influence. He had good reason for the belief that the last legislature was favorable to educational matters, for he watched it and saw the influence of the teachers. He dared to assert that no profession is doing more for the country and the world than the profession of secular teaching incorporated with religious instruction. The people of the state hold the teachers in high regard. These gatherings were exerting an increased influence for good every year.

At the suggestion of Mr. Barrows, of Hartford, the following resolution was added to those adopted:

Resolved, That an expression of our satisfaction, together with a tender of our thanks, is due to the members of the last general assembly for their timely and advanced legislation on the subject of education.

The Rev. Mr. Shipman, of Jewett City, made a characteristic address on the advantages of instruction in music and composition, which convulsed the audience.

Prof. Hibbard was then introduced. He apologized for not completing his reading last evening, and announced that he would now do so. The selections which he rendered were T. Buchanan Read's "The Revolutionary Rising," "The death of Poor Joe," from Dickens' "Bleak House," "The Charcoal Man," and the fable from Webster's Speller of "The boy that stole apples." Subsequently, in response to urgent requests, he gave "The Flying Machine" and the humorous prose piece, "Miss Maloney on the Chinese question." This was a short programme, but it was varied, and Prof. Hibbard brought out the serious as well as the comic. "The death of Poor Joe" was read with a pathos and delicacy that moved many of the audience to tears, while "The Flying Machine" was received with shouts of laughter.

The President made a brief address in closing the session, alluding to the interest and pleasure of the occasion and the benefit likely to be derived from it.

The doxology was then sung, and the twenty-fifth annual meeting of the State Teachers' Association was adjourned.

Much of the success of the meeting, as well as the entertainment of the visitors, is due to Rev. Wm. Hutchison, of the Free Academy, N. H. Whittemore, of the Broadway School, and N. L. Bishop, of the Greenville School, who labored from the first to make the arrangements perfect.

The teachers expressed themselves delighted with their visit to Norwich, and we may be sure that in their entertainment, Norwich has not suffered in her reputation for large and liberal hospitality.

ANNALS OF EDUCATION.

ENFIELD.—There have been some very strong efforts made to establish a town High School. At the annual town meeting it was voted that at the adjourned town meeting on the 24th, to vote on the town High School question; the polls should be kept open from 10 A. M. till 4 P. M. When the meeting opened on Tuesday, however, the opponents of the measure moved and carried an adjournment till next April, so that no expression of the wishes of the town was permitted.

DANIELSONVILLE.—Wednesday, November 15th, the fine new school house now being built in Danielsonville, will be dedicated. General Hawley will deliver an address in the afternoon, and Governor Jewell, Ex-Governor English, Professor Cyrus Northrop, and members of the State Board of Education will deliver addresses in the evening.

H. H. GOULD, of Putnam, Conn., has been appointed Master of the Damon School, Hyde Park, Mass.

T. H. DEAN is the new Principal of the Excelsior School, Putnam.

ZALMON RICHARDS, late Superintendent of the Public Schools of Washington City, has been appointed Auditor of the District of Columbia. He intends to continue his active connection with the profession by giving courses of lectures to a normal class.

PENNSYLVANIA.—APPROPRIATIONS TO NORMAL SCHOOLS.—The favorable opinion with which the Legislature regarded Normal Schools, and the work they are doing for the Common Schools of the State, in training teachers for them, is shown in the generous appropriations made to sustain those now in operation, and to establish new ones. The following are the items of this account:

For the education of teachers in the Normal Schools of the Commonwealth.	\$15,000 00
For the education of young colored men for teachers, at Lincoln University.....	2,500 00
For the State Normal School at West Chester.....	15,000 00
To aid the Cumberland Valley State Normal School.....	15,000 00
To aid the Indiana State Normal School.....	15,000 00

The two last named appropriations are conditional. The State has obligated itself to contribute these amounts on condition that certain much larger amounts shall be contributed by the citizens. But the appropriation of \$62,500 in one year for the purpose of Normal instruction is creditable alike to the State and its representatives.

Shame that the State of Connecticut, boasting of what it has done for education in other days, allows its one Normal School at New Britain to live on stinted appropriation. We earnestly wish that our public spirited men in this state could be impressed with the liberality with which the states west of New England provide for the education of their teachers.

There are sixty-eight colleges for young women in the United States, and every one of them ought to take pity on young men and admit them to the privileges of an education in the atmosphere of civilizing and refining influence, says the *Revolution*.

CINCINNATI.—In the Public Schools of Cincinnati there are 11,786 pupils studying German; in St. Louis there are 8,383.

It is stated that the London School Board has pledged itself to the admission of the principle of compulsory education, though the details have not been decided upon.

DURFEE HALL, Yale College, is heated throughout by steam brought from a boiler planted some distance from the building. It is expected that the cellar, halls, closets, and 134 rooms of this dormitory can be kept at a heat of 75 degrees. North College Alumni Hall and the Library are to be heated from the same source. The whole alteration is to cost \$12,000.

One of the instructors in the Yale Law School is a Roman Catholic. This fact is cited by Dr. Bacon as evidence of the liberality of Yale, which is, he says, a thoroughly Christian college.

The school fund commissioner gives notice that proposals will be received up to the 8th of September, for the purchase of \$69,000 of non-taxable State bonds belonging to the school funds.

DANIEL MERCER, though only forty-one years of age, has eighteen children, who fill all the seats in a village school at Liberty, Ohio. The cry is, a larger school-house or fewer Mercers.

At a teachers' meeting recently held in Newburg, N. Y., a list of fifty words was given out, and of the ninety-four teachers present not one succeeded in spelling every word in the list correctly. The one nearest accuracy failed on but two words, while the dunce of the convention blundered at forty-five out of the fifty. In the ninety-four papers examined there were 2,863 mistakes! The word "cachination" was the sorest trial of all, there being no less than fifty different spellings. One erudite pedagogue spelled "apostasy" thus: epposteca. The list we subjoin, and it may occasion some amusement to test the young ones from it. It is; Intermittent, heresy, bilious, coercion, ecstasy, clarinet, surcingle, paralyze, licorice, trafficking, suspicion, ellipsis, apostasy, deable, mortgaging, singeing, skillfully, subpoena, allegeable, ignitable, phosphorescence, jeopardize, ebullition, aeronautic, sibylline, cachination, vacillation, bacchanalian, fascination, crystallize, catechise, trisyllable, tyrannize, apologize, guaging, saccharine, hemorrhage, rendezvous, Fahrenheit, Galilean, Sadficee, erysipelas, hieroglyphics, apocrypha, daguerreotype, idiosyncrasy, canaille, cannibal, mignonnette, kaleidoscope.

MINNESOTA.—The State Teachers' Association held its annual meeting at Winona, during the summer vacation. The following are among the resolutions adopted:

Resolved, That it is the sense of this Association that State teachers' certificates be granted only upon the basis of a thorough examination.

Resolved, That we request the State Superintendent to appoint, annually, a committee at the session of this Association, who shall examine all applicants for State certificates and recommend such as are deemed worthy.

Resolved, That the interests of our public schools demand a higher culture and a broader and more thorough preparation for the duties which we as teachers have assumed. That the standard of examination for certificates be raised, and that all means tending to increased efficiency in teaching and school work be encouraged and commended by all educators, teachers and friends of education in the State.

The Convention of County Superintendents held their annual meeting at the same place. These are some of their resolutions:

Resolved, That we recommend: 1st, That in the public examinations of teachers, two days be devoted to each of such examinations, instead of one day, as now practiced. 2nd, That all applications for a certificate to teach be subjected to a thorough elementary examination in all the branches required by law to be taught in the common schools of the State, and in the theory and practice of teaching, and that no first grade certificates be granted unless the applicant sustains a good and satisfactory examination in all the above respects.

Resolved, That in the opinion of this Convention no teacher is entitled to a first grade certificate unless he has given proof of his efficiency by his actual work in the school-room and has passed a satisfactory examination in physical geography, natural philosophy, physiology, elementary algebra and elementary principles of geometry, in addition to present requirements by law.

There is hardly a Middle or Western State that is not seeking to elevate the character of its teachers by making the terms of admission such as will require better preparation for the work. Where in the race is Connecticut?

IOWA.—See what educational organizations in the West accomplish. A year ago an organization was formed in Iowa, styled the "Northern Iowa Association of Superintendents and Principals." It held its first meeting at Waterloo. The Association was there formed with these ends in view, to wit:

1. To consult in regard to our work.
2. To advance the cause of education in Northern Iowa.

The second meeting was held at Cedar Falls during the Holidays, and accomplished the following work:

1. *Determined to secure a Normal School in Northern Iowa.*
2. Agreed to ask for bids from towns desirous of obtaining the same, and to unite all our efforts on the town giving us the best bid—provided we deemed the same worthy.
3. To secure a uniform course of study, in the main, as a basis on which to compare work, especially fixing the point at which we would report pupils as members of high schools.
4. *Secured the agreement of County Superintendents not to grant certificates on a less examination than that required for admission into the high schools.*
5. Agreed to publish monthly papers of examination, to be used by us for examination, both for pupils, for high schools and teachers, and for certificates.

At the next meeting, held at Iowa Falls, after duly considering the bids, they agreed to name Iowa Falls as the point for a Normal School for Northern Iowa, and to use all honorable means to secure the same. The proposition of Iowa Falls was:

1. Cash, \$50,300.
2. From ten to fifteen acres of ground, in the corporation, to be selected by a commission appointed by the legislature.
3. Stone and lime for the building, *ad libitum*.

There have been various estimates as worth from \$80,000 to \$100,000, and by no one at less than \$75,000.

They have also agreed to secure a thorough educational canvass of that part of the State during the fall, and, if possible, secure *entire* unanimity of action.

CALIFORNIA.—The most beautiful public school edifice in California was dedicated Sept. 17. It was the new High School Building in the city of Oakland. The exercises were interesting and imposing. General Eaton, National Commissioner of Education, was present, and his practical, earnest, sensible manner, made a very favorable impression upon the audience. He wondered at the homogeneity of our cosmopolitan population in California, and asked whether the political relations of the Pacific Coast would be permanent. He then briefly combatted the notion that the State has no right to provide for the higher education as well as the common branches, saying that if the value of the ordinary workman was increased twenty-five per cent. by an ordinary English education, there was sixty per cent. of gain in the higher departments of learning and labor.

State Superintendent O. P. Fitzgerald was called for, and said that he would answer the question propounded by General Eaton: "Would the present political relations of the Pacific Coast be permanent?" Yes, the Stars and Stripes will float over our mountains and valleys as long as the stars shall shine in the heavens! He claimed that the University of California was more intimately correlated to the common schools than any other in the country, there being no break in the chain of *free* public school tuition from the tenth grade of the Primary School to graduation from the College of Letters in the University.

NOTES ON NEW HAVEN SCHOOLS.

Over sixty boys have been gathered into the Whiting Street Ungraded School during the last two months. Some are boys out of employment who desire to improve their time till they can find work; a number have been arrested as vagrants on the streets, who desire neither to labor nor study; and others are truants from the schools, or are very irregular in their attendance, whose presence cannot be tolerated in the regular graded schools. Thus far the results of this school are quite satisfactory. The schools are relieved of a serious burden, and the streets are cleared of a class of idlers and loafers, rapidly maturing into hardened criminals.

BOOK NOTICES.

THE NORMAL ELEMENTARY ALGEBRA. By EDWARD BROOKS, Principal of Pennsylvania State Normal School. Published by SOWER, PORTS & Co., Philadelphia.

Seldom do we find a mathematical work so full of attractive features as this. It enters, at once, into the subject with a simplicity and clearness of illustration that a child may comprehend it. It gradually develops principles, and shows their application; more by processes which the pupil is induced to adopt, by the nature and liberal amount of work to be done, than by arbitrary rules. One problem prepares the way for another; present success encourages the pupil to new effort. While the book is admirably adapted to illustrate elementary principles, it covers all that is essential for a large majority of pupils to learn; and thoroughly prepares them to pursue the subject in a more elaborate way. We commend the work to the attention of teachers as a text-book of no ordinary character.

THE NORMAL ELEMENTARY GEOMETRY, embracing a brief treatise on Mensuration and Trigonometry, by the same author and publishers.

This work has been tested in the school-room and has received the hearty approval of a large number of teachers. While it is adapted to a shorter course, by an abbreviation of ordinary text-books, it contains all general principles necessary, with a simplification of methods of demonstration. The practical applications of geometrical principles gives the work a value which cannot fail to commend it to the favorable notice of both teachers and pupils.

ELEMENTS OF TRIGONOMETRY. By EDWARD OLNEY, Professor of Mathematics in the University of Michigan. Published by SHELDON & Co., New York.

This is one of the Stoddard Series of mathematical text-books. Its definitions and illustrations are very full, and its demonstrations, practical exercises, and problems for solution more numerous than in any work of similar character and design which has come under our notice. Sixty-four pages are devoted to plane and forty-nine to spherical trigonometry, followed by tables of logarithms, trigonometrical functions, and natural tangents occupying about eighty pages. Its mastery involves a good deal of solid work, but it seems to be progressive, so that the faithful study of one portion will prepare for the next. The general appearance of the book is attractive, as it is on tinted, heavy paper, and for the most part well and clearly printed. In some places, however, the type is rather small for comfortable or safe study by artificial light. This is especially the case with the tables. It is to be hoped that an index and table of contents, which are entirely wanting in this edition, will be supplied in subsequent ones.

ELEMENTS OF THE ANATOMY, PHYSIOLOGY, AND HYGIENE OF THE HUMAN SYSTEM. By JUSTIN R. LOOMIS, LL. D., President of the University at Lewisburg; Author of the Elements of Geology. Revised edition. Published by SHELDON & Co., New York. pp. 254.

This is a text-book for general, as distinguished from professional study. Assuming that "the general structure of the body, the uses of the several parts, the conditions upon which their healthy action depends, and the circumstances by which such action may be interfered with, should be understood by all, the author has undertaken "to present these principles in a form adapted to class instruction." Part I of the book, under the title of the Mechanical System, treats of bones, articulations and muscles. In Part II the Nervous System is considered, and in Part III the Repairing System, including digestion, circulation, respiration, absorption, secretion, and hygiene. An appendix treats of the muscles individually, and a glossary is combined with the index. The matter appears to be practical and sensible, and the division into chapters, sections and numbered paragraphs, and the use of different kinds of type renders it convenient for study and recitation. It is published in exceedingly attractive style and abundantly illustrated.

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